Preschool to Kindergarten Transfer Procedures

2017-2018
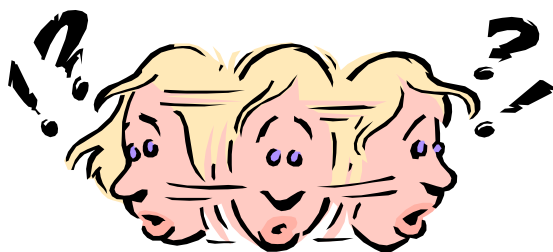

Early Learning Center

Davis School District
Early Childhood Programs

115 S 200 E
Farmington, UT 84025

Preschool to Kindergarten Transfer Procedures

Index

FAQs

1. **Q: Do we need to complete a re-evaluation data review before the student goes to kindergarten?**

   A: According to district guidelines, the Re-evaluation Data Review (RDR) must be completed at least 90 calendar days before the Eligibility due date. The department guideline is to complete the RDR process at the IEP meeting before eligibility comes due. This can be done up to a year in advance. (See the Re-Evaluation Data Review procedures on PIE)

2. **Q: Do we need to complete the eligibility before the student goes to kindergarten?**

   A: If the student's eligibility is due prior to October 31st of the kindergarten school year, the IEP team must complete the eligibility prior to the end of the current school year. The Re-Evaluation Procedures need to be followed if the team is changing eligibility. (This includes completing the RDR!)

3. **Q: How does the team determine whether re-evaluation is necessary prior to kindergarten transfer?**

   A: The team should consider the following factors:
   - Current classroom performance and data
   - Would further formal assessment give additional information to guide eligibility, identify student programming (as defined by the IEP), and determine educational placement?
   - Is there a parent or team proposal for additional service(s)?

   Not every student transferring from preschool to kindergarten needs to be re-evaluated. See questions 1 and 2 for evaluation timelines and requirements.

4. **Q: Who do I invite to an IEP team meeting from the Related Services Department (Hearing /Vision /OT /PT /SLP /PSYCH /APE)?**

   A: You should invite the related service provider(s) who have been working with the student. Coordinate with Related Service Providers to schedule meetings. Related service provider(s) should be notified at least 10 contract days before the scheduled IEP date.

   If you do not know who that provider is, contact the Related Services Office.

5. **Q: Can I add services/goals to the IEP if the student is not identified as qualifying for services in the particular area?**

   A: Services are based on educational need. If documentation of the need is in the student's file, the area needs to be included in the IEP. If data does not exist or does not suggest the student has a need, then it is not included in the IEP. Needs can be addressed via goals, services AND accommodations.

6. **Q: If the preschool team is considering changing placement to either a functional skills or learning center, should we invite the functional skills or learning center teacher to the IEP?**

   A: No. Inviting the functional skills or learning center teacher implies that you have already decided to place the student in one of these settings. This is predetermination. Placement decisions must be data-based and made by the entire IEP team, including the parent.

7. **Q: If the student is already receiving services as a functional skills student should we invite the kindergarten functional skills teacher to the IEP team meeting?**

   A: No. Although placement has already been determined, school location has not. If you need support with parent questions, please invite a functional skills coordinator. Coordinators must be notified at least 10 contract days before the scheduled IEP date. Schedules are very busy during this time of year.

8. **Q: Can we have a kindergarten transfer IEP meeting in January or February?**

   A: Yes. If the IEP is still appropriate for the students' needs at the time of the transition (end of school year) and eligibility is current, there is no need to re-convene the IEP prior to transition. Minor changes can be made to the IEP without re-convening the IEP.

   Kindergarten transfer IEPs should not be written before January of the current school year. The reason for this is, at this age, the student's needs and skills can change considerably in a few months' time.

9. Q: What is a minor change?

A: See Making Changes to the IEP at
https://onedrive.live.com/view.aspx?resid=A20BB1E11DD59553!176&app=Word&authkey=!AO8vZgaDyfLcrtc

10. Q: What placement decision is appropriate to mark when a student is receiving resource support? (See PIE Document: Placement Continuum)

A: Regular with consultation, itinerant services and/or part time special education services.

11. Q: If the student does not need direct services but may need support do I need to have a consultation goal?

A: No. Consultation is never the only service on the IEP because it is not direct, specialized instruction. Services are based on student need and current data. (See PIE document: Monitor and Consult Explanation)

If the student does not have a specific need but requires accommodations or modifications, the team could consider eligibility for a 504 plan.

Related services – If a student needs direct instruction for a primary skill then consultation for related services (OT, PT, Vision, Hearing, etc.) is appropriate if the team determines a need.

12. Q: What if a student has toileting needs but does not otherwise need functional skills support?

A: A need for toileting support does not automatically equal a functional skills placement. If a medical need exists, please contact the school nurse to address procedures.

13. Q: What should I do if I am unsure of the most appropriate placement for a student (e.g. Resource? Learning Center? Functional Skills Classroom?)

A: The LRE Consultation process is in place to support this kind of concern. Remember, the IEP drives placement, so start with a review of the current IEP and the student's progress and rate of progress to those goals. In addition, you can access a support team through a support team referral.

Sample Correlating DESK (K) PLAAFPs and Goals

Reading

PLAAFP: According to curriculum based assessment, in a small group setting, the student is able to match same colors when the teacher points to the two matching colors with 100% accuracy. When presented with colors, shapes, and or sizes and asked to match them, the student had difficulty unless prompted. The student's weakness…………………………………… The student needs to identify, describe, analyze, compare, create, and compose 2- and 3-D shapes in order to progress in the general curriculum.

Correlating Goal: The student will match colors, shapes, and sizes, without verbal or physical prompts, when presented with 3-5 selections of each in a small group setting, with 100% accuracy over three consecutive trials as measured on curriculum based assessment.

Kindergarten DESK: Identify, describe, analyze, compare, create, and compose 2- and 3-D shapes.

PLAAFP: According to curriculum based assessment and observations, the student can name and give the sounds of the letters a, s, and g, in a small group setting with frequent redirection from the teacher with 93% accuracy. When presented with the remainder of the alphabet, he/she did not respond or said, "I don't know". The student's weakens in ……………….. The student needs to use knowledge of letters and sounds to read words in order to progress in the general curriculum.

Correlating Goal: The student will say the name and sound of all alphabet letters when presented in any order, with 100% accuracy over three consecutive trials as based on curriculum based assessment.

Kindergarten DESK: Use knowledge of letters and sounds to read words.

Writing

PLAAFP: According to curriculum based assessment, in a small group setting and with some prompting from the teacher, the student is able to write the letters J & o, when dictated to him without a model. When asked to write his first name, he was unable to do so without full physical prompt from the teacher. The student has been explicitly taught the letters in his name "John", 10 minutes per day, three times per week over a six month period. Although he appears to be able to write his name after each writing session, he has difficulty retaining what he has learned and must be retaught on a daily basis. The student's weakness in …… The student needs to be able to apply the processes of writing in order to progress in the general curriculum.

Correlating Goal: The student will write all letters in his/her name when presented with a model, with 100% accuracy in 8 out of 10 consecutive trials, as measured on curriculum based assessment and work samples.

Kindergarten DESK: Use basic skills to write words.

Mathematics

PLAAFP: According to curriculum based assessment, in a small group setting, the student can match the same colors, shapes, and sizes with 95% accuracy, given extra time to process the request. While in a small group setting and when presented with several objects and asked to count them, he/she counted incorrectly. When in a large group setting and given the direction to count various objects on his/her table, he/she watched the other students but did not attempt the task. The student's weakness in ……………………………………
The student needs to use whole numbers to count, sequence, compare, name, and represent objects without prompting in order to progress in the general curriculum.

Correlating Goal: The student will, when given manipulatives, count 5 objects, with 100% accuracy over three consecutive trials as measured on curriculum based assessment.

Kindergarten DESK: Counting and Cardinality: Use whole numbers to count, sequence, compare, name, and represent objects.

PLAAFP: According to curriculum based assessment, in a small group setting, the student can rote count and count objects to 10 given numerous redirections from the teacher. When dictated numbers to 10, the student wrote 0 and 1. When presented with numbers to 10 and asked to read the numbers, the student had difficulty doing so. The student's weakness in…..
The student needs to use whole numbers to count, sequence, compare, name, and represent objects without prompting and redirection in a large group setting in order to progress in the general curriculum.

Correlating Goal: The student will say the name of the number when presented with numbers from 0 – 10 in any order, with 100% accuracy over three consecutive trials as measured on curriculum based assessment and observation.

Kindergarten DESK: Counting and Cardinality: Use whole numbers to count, sequence, compare, name, and represent objects.

Following Directions

PLAAFP: According to classroom observation and parent and teacher interview, after receiving consistent instruction and intervention in how to follow directions for X months, the student can follow 4 out of 5 teacher directions with a physical assist. When given a direction in a large group setting without a physical assist, the student appears confused or may not be able to comply with the direction.   The student's weakness in ……………………
The student needs to develop self-management skills by following one-step directions in a large group setting without assistance and to progress in the general curriculum.

Correlating Goal: When presented with a one-step direction and one additional verbal prompt, student will use the skill of following directions (e.g. look and listen, say "OK", and do it right away) with no more than 1 incident per day of not following directions for 1 school term as measured by classroom observations.

Counseling and Guidance DESK: Develop self-management skills

PLAAFP: According to classroom observation and parent and teacher interviews, after receiving consistent instruction and intervention in how to follow multi-step directions for X months the student can follow 5 out of 5 one step directions. When given a two- or three-step direction in a large group setting without physical assist, he/she is only able to follow one of the directions. The student's weakness in …………………………………………
The student needs to develop self-management skills by following multi-step directions in a large group setting without assistance and to progress in the general curriculum.

Correlating Goal: The student will demonstrate the skill to follow two-step directions (e.g. listen to the direction, repeat the direction, ask questions, and follow the directions in 8 out of 10 consecutive opportunities across all educational settings over 9 consecutive weeks as measured by observations.

Counseling and Guidance DESK: Develop self-management skills

Social/Emotional

Non-Compliance PLAAFP: According to observations, teacher, parent, and student interviews and assessments, the student is able to follow directions and stay on-task when he/she is asked to do something that he/she enjoys doing within a small group setting. When asked to complete a task in the classroom or given a direction on the playground, he/she refuses to do so or continues to play rather than complete the task. On three, 30-minute observations taken on separate days, the student demonstrated non-compliance 12 times. The average duration of non-compliance was 7 minutes. Two same age and gender peers demonstrated non-compliance 2 times with an average duration of less than one minute during the same observation periods. The student's weakness in ………………………………
The student needs to develop self-management skills by complying with teacher request and stay on-task in structured and unstructured large group settings and to progress in the general curriculum

Correlating Goal: When in the general or special education classroom during instructional and/or practice time, the student will comply with adult directives (e.g. look at the speaker, say "OK", and do it right away) the first time given within 5-10 seconds in 9 out of 10 opportunities, over one school term, as measured on student tracking form and observations.

Counseling and Guidance DESK: Develop self-management skills

Verbal Aggression PLAAFP: According to observations, teacher, parent, and student interviews, and assessments, the student is able to speak at a normal volume and rate when answering questions in his class. In structured or unstructured settings, in order to escape/avoid or gain attention, he/she is verbally aggressive toward his/her peers by yelling, calling them names, and making threats to harm them. Verbal aggression occurs on average 5 times per day. Same age and sex peers demonstrate verbal aggression no more than 1 time per week. The student's weakness in ………………………………………
The student needs to interact effectively with others by saying kind words to his/her peers in structured and unstructured settings and to progress in the general curriculum.

Correlating Goal: Student will demonstrate the skills of appropriate language, tone, and volume (e.g. calm yourself down, think about what to say, think "do I need to say it?", if you need to say it, use a calm tone and low volume) and will have 5 or less instances of verbal aggression for 2 consecutive months as measured by a daily tracker.

Counseling and Guidance DESK: Increase social awareness and management skills.

Physical Aggression PLAAFP: According to observations, teacher, parent, and student interviews, and assessments, the student is able to sit at a table with adult supervision in the classroom and keep hands, feet, and objects to himself/herself. When in unstructured settings or when an adult is not nearby, in order to escape/avoid or gain attention, he/she is physically abusive to his/her peers by hitting, kicking, and choking them. Physical aggression occurs on average 3 times per day. Same age and sex peers have demonstrated physical aggression less than twice this year. The student's weakness in …………………………………… The student needs to be able to interact effectively with others by keeping hands, feet, and objects to himself/herself in structured and unstructured settings and progress in the general curriculum

Correlating Goal: The student will keep hands, feet, arms and legs to self and use a break card or counting down when becoming upset, with no more than 8 incidents of physical aggression of one school term as measured by daily tracker.

Counseling and Guidance DESK: Increase social awareness and management skills.

Sample Service Time

The IEP in myIDEA has a section in section 3, **Special Education Services, Related Services, Program Modifications and Transportation** that must be completed. The following are examples of how you might complete this section.

Resource Example

Change in Service Time when Education Level Changes
For students transitioning between education levels only (Preschool-Kindergarten, Kg-1st, 6th to 7th, 9th to 10th), if service times will be different starting with the next education level, please define the services, service location and time (minutes)/frequency for next year:

☑ Service times will be different starting with the next education level.

Services, service location and time (minutes)/frequency for the next academic year:

> Speech and Language Services, 30 minutes weekly, in a Special Education Class, starting the 2018-19 school year
> Behavior and Social Skills Instruction, 20 minutes daily, in a Special Education Class, starting the 2018-19 school year

☑ All services, service locations and service times will remain the same for students transitioning between education levels.

Learning Center Example

Change in Service Time when Education Level Changes
For students transitioning between education levels only (Preschool-Kindergarten, Kg-1st, 6th to 7th, 9th to 10th), if service times will be different starting with the next education level, please define the services, service location and time (minutes)/frequency for next year:

☑ Service times will be different starting with the next education level.

Services, service location and time (minutes)/frequency for the next academic year:

> Behavior and academic services, 150 minutes daily, in a Special Education Class, starting the 2018-19 school year

☑ All services, service locations and service times will remain the same for student transitioning between education levels.

Functional Skills Example

Change in Service Time when Education Level Changes
For students transitioning between education levels only (Preschool-Kindergarten, Kg-1st, 6th to 7th, 9th to 10th), if service times will be different starting with the next education level, please define the services, service location and time (minutes)/frequency for next year:

☑ Service times will be different starting with the next education level.

Services, service location and time (minutes)/frequency for the next academic year:

> Function academic and behavior services, 150 minutes daily, in a Special Education Class, starting the 2018-19 school year

☑ All services, service locations and service times will remain the same for student transitioning between education levels.

Things to Remember About Service Times and Goals

- If at all possible, please talk to the receiving resource teacher to determine the most appropriate service times and goals for their setting.

- Please invite the receiving teacher to the transition meeting.

- Unless the student is going to be self-contained (90+ min./day), teacher directed services should come off the IEP.

- Most resource teachers schedule their classes in 30 min. increments and see students 4-5 times a week. For kindergarten an example would be 15 min. for math and 15 min. for reading for a total of 30 min. Times would be adjusted from there based on student need.

- If the student requires a lot of support and prompting, they may need more than 30 min. - especially if there are behavioral concerns.

- Most elementary goals generally don't include physical prompting.

- **If you are unsure if a student will be successful in a general education classroom with resource support, the team should put in a support team referral. Sallie Richardson will come out to your classroom to observe the student, and give suggestions.**

modifications and Supports

Students identified as needing specialized instructions have not been successful in the general education classroom in the past; therefore, it is important that program modifications and supports are included in the IEP. As a team, discuss what supports would help the student be more successful in the general education classroom.

Examples of program accommodations, modifications and supports for school personnel and or supplementary aids in his regular education program are:

Service: Diaper Facilities   **Frequency:** As Needed
Service: Provide one-step directions1:1 after group directions   **Frequency:** Daily
Service: Notify student of changes or transitions before they occur   **Frequency:** Daily
Service: Use Visual Prompts   **Frequency:** Daily

Important Reminders

- **MEETING SUMMARY**

  o When writing meeting summaries, include objective wording to back up your placement decisions:

      Example: "Based on progress towards IEP goals and current assessments…"
                      "Based on Present levels and current data"
                       (Data must be able to back it up)

- **TRANSPORTATION**

  o A non-self-contained student attending a boundary school will receive busing based on regular ed. transportation guidelines. If transportation is needed for students in mild-moderate placement (resource), this is addressed by the district's "Wheels on the Bus" committee. Call Dolores Heyne (25151) for details

  o Transportation is only considered as a related service if the child will be attending a self-contained placement.

- **DESK STANDARDS**

  o Refer to desk standards when writing your goals. How to Access: *Go to Internet Explorer > DSD Homepage > Curriculum and Instruction >Content Areas and Programs > Davis Essential Skills and Knowledge*   Desk

- **SPECIAL EDUCATION ELIGIBILITY**

  1) The student must qualify under one of the 13 disability categories
  2) The disability must adversely affect the student's educational performance, and
  3) The student must require special education and/or related services.

Continuum of Services – Placement Considerations

504 Accommodations

504 accommodations and services are for those students who have a physical or mental impairment that substantially limits one or more of their major life activities (i.e., walking, learning, speaking, working, seeing, breathing, hearing, and caring for one's self). 504 accommodations may include those modifications made by classroom teacher(s) and other school staff that are designed to enable students to benefit from their educational program. For example, a 504 eligible student may benefit from one or more of the following accommodations: study carrel, modified assignments and tests, behavioral contract, simplified directions, and a peer tutor. The 504 team determines accommodations and/or services and documents them on the 504 plan.

Related Services

Related services are provided to assist a child with a disability in benefiting from special education. A student must qualify for SPED services* to be eligible for related services (IDEA, 2004, §300.4-300.45). Related services include such services as speech-language pathology and audiology services, psychological services, and motor services. OT and PT services required without special education should be addressed through 504.

Resource Services

When receiving resource services, students with mild- moderate disabilities typically spend most of the school day in the regular classroom and a limited amount of time with the resource teacher in the resource classroom. The amount of time spent, subject covered, and type of programming are determined on a highly individualized basis according to each student's IEP. In the resource classroom, the student may receive both small group and one-to-one instruction. Depending upon the IEP, the student may receive services in one or more of the following areas: reading, math, language, written language, and social skills.

Self-Contained Resource Services

Students with mild-moderate disabilities, who manifest more severe academic and/or behavior deficits, may require self-contained resource services. These services, like the services described above, are available in each student's home school. In kindergarten, a student with a mild-moderate disability would receive 90 minutes or more of daily resource services to be considered self-contained.

Self-Contained Learning Center Services

Self-contained learning center services are typically designed for students with mild-moderate disabilities who require much more structure, supervision, and assistance in order to learn. Generally, these students have received self-contained resource services, but failed to succeed academically and/or behaviorally with this level of support. Students placed in a learning center spend the majority of their day in this setting. Each LC classroom has a higher adult to student ratio than a typical general education and resource setting. To the extent appropriate, the student would also be able to access the regular classroom during the day.

Functional Skill Services

Self-contained functional skill services are typically designed for students with severe disabilities, and for severe medically fragile students, who require structure, supervision, and assistance in order to learn. Students receiving these services have an IEP which requires specialized instruction in areas of functional academics (i.e., basic academics from the general curriculum with an emphasis on areas related to daily living skills which may include but are not limited to the following: counting, using money, telling time, and survival words), self-help skills (which may include but are not limited to the following: care for oneself, dressing, personal hygiene, and basic communication), social skills and behavioral areas. To the extent appropriate, according to the IEP, the student would also be able to access the regular classroom during the school day.

LEAST RESTRICTIVE ENVIRONMENT COMMITTEE

The LRE Committee is in place to advocate for the placement of students within their LRE. In order to place a student in a more restrictive setting, observations, interviews, formal and informal assessments must have been completed. Targeted, research-based interventions must have been applied for an appropriate amount of time and data collected on an ongoing basis, over time, that reflects the team's efforts in addressing the student's needs. Data must be kept to show the student's response to the applied interventions. Data collection for academic needs would include curriculum based assessment (CBA/CBM) that is collected on at least a weekly basis. Data for behavior needs would be in the form of weekly or semi-weekly specific behavior observations. This data should be organized and included in the file and reflected in the PLAAFP and goals in the IEP.

Learning Center & Functional Skills classrooms, while not always located in each student's home school, are district supported and supervised programs; therefore, IEP team recommendations for placing students in these settings must be reviewed by the district Special Education Department/Least Restrictive Environment (LRE) Committee.

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2017*2018

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Definitions and Resources

LRE = Least Restrictive Environment

Students must be educated in a setting with their non-disabled peers to the extent appropriate.

CBA = Curriculum Based Assessment

CBA has three key features: 1. Test stimuli are drawn from the students' curricula. 2. Repeated testing occurs across time (preferable on at least a weekly basis). 3. Assessment information is used to formulate instructional decisions.

RTI = Response to Intervention

A student's response to targeted, research-based interventions. The significance of the response is usually determined by assessment tool such as curriculum based assessment and/or ongoing observations.

RESOURCES

Online Policy and Information Exchange:

https://davisspedpie.sharefile.com/login.aspx